

**FACTORS INFLUENCING STUDENTS' ABILITY IN  
LISTENING COMPREHENSION AT THE SECOND  
YEAR OF SMK MUHAMMADIYAH 02  
PEKANBARU**



**DIAN RIZA KARTINA  
NIM. 10514000281**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H/2010 M**

**FACTORS INFLUENCING STUDENTS' ABILITY IN  
LISTENING COMPREHENSION AT THE SECOND  
YEAR OF SMK MUHAMMADIYAH 02  
PEKANBARU**

Thesis

Submitted to Fulfill One of Requirements  
for Undergraduate Degree in English Education



**DIAN RIZA KARTINA  
NIM. 10514000281**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H/2010 M**

## **ABSTRACT**

Dian Riza Kartina (2010): “Factors Influencing Students’ Ability in Listening Comprehension at the Second Year of SMK Muhammadiyah 02 Pekanbaru”.

This study identified twenty factors that the students had influenced their listening comprehension. These have been further organized into five categories. The categories are Text, Speaker, Listener, Task and Environment. The formulations of the research are: 1) What are the factors influencing students’ ability in listening comprehension? 2) What is the dominant factor that influence students’ ability in listening comprehension?.

The subject of the research is the second year students of SMK Muhammadiyah 02 Pekanbaru in academic year 2009/2010. The total number of population is 282 students and the writer taken 67 students as sample of this research by using random sampling. To collect the data, the writer uses questionnaire to find about what factors influencing students’ ability in listening comprehension. To analyze the data, the writer used the formula as followed:

$$P = \frac{f}{n} \times 100\%$$

Based on the data analysis, it can be seen that there are twenty factors in influencing students’ ability in listening comprehension. And the highest dominant factor from twenty factors is the students understanding of speaker pronunciation in listening comprehension.

## ملخص

ديان ريزا كرتينا (٢٠١٠) "العوامل التى تتأثر قدرة الطلاب فى فهم الإستماع بالفصل الثانى فى المدرسة المتوسطة المهنية محمديّة ٢ باكنبارو".

هذا البحث يحلّل ٤ عوامل التى تتأثر قدرة الطلاب فى فهم الإستماع. هذه العوامل يتفرّق أن يكون ٤ عوامل هي عامل السرعة فى الكلام، عامل أشكال مادة التى تبلغ المتكلم، عامل الإهتمام الطلاب على المادة و عامل البيئة. هذا البحث يكون تكوين المشكلتين، هما: (١) ما العوامل التى تتأثر قدرة الطلاب فى فهم الإستماع باللغة الإنجليزية ؟ (٢) اين أكثر العوامل التى تتأثر قدرة الطلاب فى فهم الإستماع باللغة الإنجليزية؟.

إفراد فى هذا البحث هو الطلاب بالفصل الثانى فى المدرسة المتوسطة المهنية محمديّة ٢ باكنبارو سنة دراسية ٢٠٠٩/٢٠١٠. وعدد كل المجتمع فى هذا البحث ٢٨٢ طالبا، و تأخذ الباحثة ٦٧ طالبا كالعينة بطريقة *Random Sampling*. و لجمع البيانات، تستعمل الباحثة الإستفتاء لإدراك ما العوامل التى تتأثر قدرة الطلاب فى فهم الإستماع باللغة الإنجليزية. و لتحليل البيانات، تستعمل الباحثة الرموز كما يالى:

$$P = \frac{F}{N} \times 100\%$$

و على تحليل البيانات، يدرك أن ٢٠ عوامل التى تتأثر قدرة الطلاب فى فهم الإستماع باللغة الإنجليزية. و توجد أكثر من العوامل ٢٠ عوامل هو عامل فهم الطلاب على المعنى الذى يتكلم المتكلم عند الإستماع. و جملة القيمة لعامل البيئة هي الطلاب لا يستطيعون أن يجدون الموضوع إذا هناك أذى الإعتراض يعنى ١٩٥ و المائة ٤٥%.

## ABSTRAK

Dian Riza Kartina (2010): “Faktor-faktor yang Mempengaruhi Kemampuan Siswa dalam Memahami Listening pada Kelas 2 SMK Muhammadiyah 02 Pekanbaru”

Penelitian ini menganalisa 20 faktor yang mempengaruhi siswa dalam memahami pelajaran listening bahasa Inggris. Faktor-faktor ini dikelompokkan kedalam 5 karakteristik. Karakteristiknya adalah materi ajar, dialek yang digunakan dari pembicara, kemampuan dari dalam diri siswa itu sendiri, tugas dan lingkungan. Penelitian ini mengemukakan dua rumusan masalah, yaitu : 1) Apa-apa saja faktor yang mempengaruhi kemampuan siswa dalam memahami pelajaran listening bahasa Inggris? 2) faktor manakah yang paling dominan dalam mempengaruhi kemampuan siswa dalam memahami listening bahasa Inggris?.

Subjek penelitian ini adalah siswa kelas 2 SMK Muhammadiyah 02 Pekanbaru tahun ajaran 2009/2010. Jumlah keseluruhan populasinya yaitu 282 siswa dan penulis mengambil 67 siswa sebagai responden melalui teknik random sampling. Untuk pengumpulan data, penulis menggunakan angket untuk mengetahui apa-apa saja faktor yang mempengaruhi kemampuan siswa dalam memahami listening bahasa Inggris. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut:

$$P = \frac{f}{n} \times 100\%$$

Dari analisa data, ditemukan bahwa ada 20 faktor yang mempengaruhi kemampuan siswa dalam memahami listening bahasa Inggris. Dan didapati faktor yang paling dominan dari 20 faktor tersebut adalah faktor pemahaman siswa terhadap makna yang diucapkan pembicara ketika mendengarkan (listening).

## CONTENTS

### SUPERVISOR APPROVAL

### EXAMINERS APPROVAL

### AKNOWLEDGMENT ..... i

### ABSTRACT..... iii

### CONTENTS..... iv

### LIST OF TABLES ..... vi

### LIST OF APPENDICES ..... viii

### CHAPTER I. INTRODUCTION

#### A. THE BACKGROUND..... 1

#### B. THE PROBLEM..... 5

##### 1. The Identification of the Problem ..... 5

##### 2. The Limitation of the Problem..... 6

##### 3. The Formulation of the Problem..... 6

#### C. The Reason of Choosing the Title..... 6

#### D. The Objective and Need of the Study..... 7

#### E. The Definition of the Terms ..... 7

### CHAPTER II. THE REVIEW OF LITERATURE

#### A. Theoretical Framework..... 9

##### 1. Listening Learning Concept..... 9

##### 2. Factors Influencing Students' Listening Ability in Listening Comprehension ..... 15

#### B. Relevant Research..... 25

#### C. Operational Concept..... 27

### CHAPTER III. THE RESEARCH METODOLOGY

#### A. The Location of The Research ..... 29

#### B. The Subject and Object of the Research..... 29

#### C. The Population and Sample ..... 29

#### D. The Technique of Collecting Data ..... 30

#### E. The Technique of Analysis Data ..... 31

<b>CHAPTER IV. THE DATA PRESENTATION AND DATA ANALYSIS</b>	
A. Data Presentation .....	32
B. Data Analysis .....	54
<b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	57
B. Suggestion .....	57
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background**

The right system, management and operational in listening activities can help teacher handle the listening class well. It is proved that students need more attention and support from the teacher to attract and interest them in listening of English subject because English is still teaching in the school as a foreign language. The writers found that in this school any teacher still do not optimal in giving strategies and techniques to the students about how to understand listening comprehension. Consequencely, students are still far from the expectations. Hence, students need to have their own strategies in improving their listening comprehension by knowing what factors that can influence their ability in listening comprehension. In this case writer tries to identify which factors influence the learners' listening comprehension.

There are many instruments that can be used by the teacher in order to improve students' ability in understanding foreign language especially for English subject, such as multimedia and games, etc. Lack of experience to exercise and communicate with native speaker becomes one of reason to make students difficult in showing up their English and confusing how to produce the real intonation or expression like foreigner and do not know how to respond it.



According to Richards, et al (1999:216), listening comprehension is the process of understanding speech in a second language. So, students need an audio aid and some strategies to develop their ability in listening comprehension such as by giving them the material from cassette or native record. It is found that among the four language skills, the most frequently used skill in the course of a day in adult life is listening. Xu (2005) states that listening one of the means of language communications that is used most widely in people's daily lives. About 45% of an adult's time concerns listening to other people, listening to the radio, listening to the music. But until recently, students still have low attention about this skill. Thus, we should build a good cooperation between teachers and students in order to get the purpose of this skill that is students can comprehend the idea in listening subject.

Teaching listening prosecutes the teacher to have hard work and big motivation to attract the students' how to distinguish between key sound, stress and intonation pattern. It is difficult because most of students still low in listening exercise. In listening examination, students only have one time to listen, no repetition. So, they should have good strategies how to answer the right question. According to Paulston (1976:129), she says that one of general principle in teaching listening comprehension is concentration. Thus, it makes students should have routine exercise to listen the material from the cassette, radio, or watch TV English program.

According to Goh (1999:18), there are twenty factors influencing students' ability in listening comprehension, they are divided into five characteristics. Listening is the first process when someone would like to learn about language. The research shows that there are many kinds of way to improve students listening ability. A lot of students have their own listening habits. Some students often try to understand the material word by word or sentence by sentence. They will think hard when they find some difficulties words or sentences, and a great many students could understand the material directly, they often translate the English into Indonesian in their heart, thinking that only in this way can the sentence be understood.

In this case, teachers hold the important role to help students more understanding the language by knowing what students need. It is suitable with Haycraft (1986:76) who states that listening, understanding, and responding in an appropriate way is an essential part of communication. So, listening is the first step that will help us know about oral information. The important of listening exercise by continuously not only can improve students' skill in listening but also to provide them how to face the examination in the school such as in semester examination, National examination, and until they sit in university like TOEFL examination which need their full preparation how to give the answer correctly.

SMK Muhammadiyah 02 Pekanbaru is one of vocational high schools in Pekanbaru. In this school, the teacher is not only teaching speaking, reading, writing in English but also listening subject. Teacher in improving

students listening ability is not only by using traditional method like using teacher's own words but also sometimes using tape recorder. But, it still makes students get difficult to know the real way how to produce foreign language and how to understand what is talking about. Consequence, students seldom give respond when the teacher gives questions or directions. It is because they do not understand the meaning.

In the fact, the writer founds that low motivation and low exercise in listening activity happen in listening class in this school which decrease students listening comprehension. These problems will be harmful if the listening teacher cannot cope with the problems. As a result, these can influence not only the second year students but also all classes in SMK Muhammadiyah 02 Pekanbaru.

The cases can be seen from the writers' Preliminary observation with the students in this school. Some of students explained that they still have big problem in how to understand about the material when speakers said fast. They still have barriers how to understanding the type input of material such as news or announcement. Beside, students often feel bored in studying listening. Sometimes, environment factors such as noisy, smell also can disturb them in trying listening subject. So, the expectation of the teacher is not suitable with the reality.

According to syllabus, teaching listening purposes to make students able to answering the question based on recording material, listening for information, and understanding conversation. But in the real situation students

seemingly still get difficulties in understanding of listening comprehension. It can be seen from the phenomena below:

1. Some of student lack of control if the speaker said is fast.
2. Some of students do not know what the speakers meant or said on the cassette.
3. Some of students are difficult in understanding distinguish kinds of accent in English.
4. Some of students feel not comfortable in the class.
5. Some of students are not able to get things repeated in listening comprehension.
6. Some of students get difficulties to conclude a topic in listening comprehension.

Based on the phenomena above, the writers is interested in carrying out a research entitled **“FACTORS INFLUENCING STUDENTS’ ABILITY IN LISTENING COMPREHENSION AT THE SECOND YEAR OF SMK MUHAMMADIYAH 02 PEKANBARU”**.

## **B. The Problem**

### **1. The identification of the problems**

Based on explanation above, the writer would like to identify the problem as follows:

- a. How is the speed at which speakers speak influence students’ ability in listening comprehension?

- b. How is comprehend toward the materials of listening subject influence students' ability in listening comprehension?
- c. Why do students feel uncomfortable in listening class?
- d. How are the students feeling about the environment in listening activity?

## **2. The limitation of Problems**

Because of the consideration of fund and limited time, this research is focused on factors that have stated above in influencing students' ability in listening comprehension at the second year of SMK Muhammadiyah 02 Pekanbaru.

## **3. The Formulation of the problems**

Based on the limitations of the problem stated above, there are two formulations of the problems in this research as follows:

- a. Which factors according five characteristic influencing students' ability in listening comprehension at the second year of SMK Muhammadiyah 02 Pekanbaru?
- b. Which factor according five characteristic dominantly influences the students' ability in listening comprehension at the second year of SMK Muhammadiyah 02 Pekanbaru?

## **C. The Reason Choosing the Title**

- 1. The topic is relevant to the writer as one of the students of English Education Department.
- 2. Listening is an important skill to comprehension the oral information.

3. The writer is interested in carrying out the study above because factors influencing students' ability in listening comprehension are important.
4. To add writer's knowledge about some factors influencing students' ability in listening comprehension.

#### **D. The Objective and Need of the Study**

##### **a. The Objective of Study**

1. To identify what factors influencing students' ability in listening comprehension.
2. To find out what is the dominant factor that can influence students' ability in listening comprehension.

##### **b. The Need of the Study**

1. To fulfill one of requirements for finishing the writers' undergraduate program at English Education Department of State Islamic University SUSKA Riau.
2. To enlarge and develop the writers' insight and knowledge dealing with research.
3. Giving information about factors that helping students in comprehending listening material at the second year of SMK Muhammadiyah 02 Pekanbaru.
4. To provide some information about listening comprehension.

## **E. The Definition of the Terms**

1. Factor is a technique which is used to determine what underlying variable account for the correlations among different observed variable. (Richard, 1999: 36 in Andri Ahyadi). In this research, factor refers to the causes that help students in comprehending listening material and something that can students to identify and understand what others saying.
2. Influence is An effect or change produced by influence. (The American Heritage : 2000).
3. Ability is the capacity or power to do something physically or mentally (Hornby, 2000: 2).
4. Listening is the mental activity to pay attention to the message carried by those some waves from speaker. (J.Richard, J. Platt, H.Weber, in Supia Deni, 2003: 7).
5. Comprehension is power to understand. (Oxford, 2000: 263 )

## **CHAPTER II**

### **THE RIVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Listening Learning Concept**

##### **a. Listening Comprehension Process**

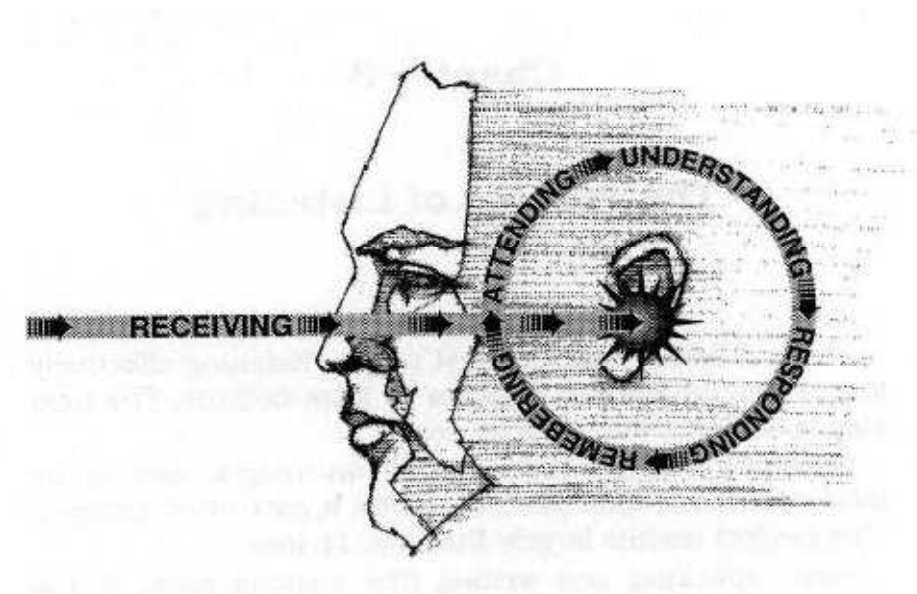
According to Richards, et all (1999:216), listening comprehension is the process of understanding speech in a second language. Comprehensive listening help a listener understand a message. Listening is more than simply hearing or perceiving aural stimuli.

Kline (1996:16) adds that listening comprehension is further an active process involving receiving, attending, understanding, responding and remembering. **Receiving** is listeners received the vocal message and visual stimuli from speakers including facial expressions, gestures, and movements. **Attending** is brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening. **Understanding** is to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the



listener must understand the intended meaning and the context assumed by the sender. **Responding** is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood. And the last, remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

More further, see the picture below:



## **b. Listening Strategies**

As cited from *Wen-sheng* journal (2007:72) that there are some definition of strategies : Strategies are conscious steps or actions by which learners can guide and evaluate their own comprehension and responses (Rost, 2002). Quite similarly, Wang (WANG Chu-ming & QI Lu-xia, 2003) defines that learner strategies are the thinking

activities consciously selected by learners in order to understand or grasp the language materials, and listening strategies are the strategies used by learners while listening to language materials. More detailed, White explains that “strategies are efforts to compensate for uncertainties in understanding, and could include making inferences, realizing where misunderstandings have occurred, and asking for clarification” (White, 1998).

In addition, White concludes that Listening strategies are some techniques used by listeners consciously while listening to help understanding. Strategy is needed for us to improve our skill in studying English language learning as a second language. White also cited from The Danish applied linguist Claus Færch that they divided listening strategies into two types: *Psycholinguistic* and *behavioral*. *Psycholinguistic* strategies are unseen actions that are “in the head (Færch, & Kasper, 1983). They involve the listener’s conscious use of their personal “comprehension resources”: For example, the listener might exploit contextual clues and background knowledge, or to guess at meaning on the basis of a word’s structure. Lynch (1996) refers to these as *internal* strategies. *Behavioral* strategies, on the other hand, are visible actions “in the world”. They include negotiation with the speaker—making general requests (“I don’t understand”), specific requests (“What does X mean?”) and admitting ignorance (“I don’t know the word”) (Færch, & Kasper, 1983). Lynch (1996) calls these *interactive* strategies, as they depend on collaboration with other person or people.

### **c. Listening Material**

Ross (2006) explains that linguists like Porter & Porter (1987), Brown (2001), and Mangubhai (2002) recommend the use of authentic text to help students further develop their communicative skills. The use of authentic listening materials is an important factor to take into consideration when designing listening comprehension materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations.

With the use of authentic listening materials, students learn to comprehend double meanings, predict meaning, make allowances for performance errors committed by other speakers, deal with interruptions, and so on. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competent.

The use of authentic materials stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious. Some examples of authentic listening materials are listening to a telephone message for the purpose of understanding a cancelled appointment, or listening to songs to learn more about well-known bands that sing in English. Such material is relevant to the students' life and areas of personal interest. By using authentic listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of

proficiency that has meaning and adds value to their life when speaking English as a second language.

Paulston and Bruder (1976:155) add that there are some material listening activities that can do by the students to improve their listening comprehension such ask them to watch a TV documentary which will then discuss in the class. They also add that for students outside an English speaking environment, there are many commercial recordings on phonograph records or tapes of readings (poetry, plays, and short stories) of old radio programs, also by hearing popular music.

#### **d. Listening Technique**

Paulston and Bruder (1976:133) state that there are five components of listening technique. They are as follow:

##### **1. Decoding Sounds, Stress and Intonation, and Sound-Symbol Correspondence**

Students need further practice with the suprasegmentals, stress, and intonation because of their effect on the spoken language as opposed to written language, which the students may already comprehend. Morley suggests two exercises, one on vowel reduction and the other on word stress.

##### **2. Decoding Structures**

###### **a. Dictation**

Dictation can take two forms, either spot dictation or the dictation of a complete passage. The students hear a sentence, repeat it, hear it again, and than write it.

#### **b. Exercise for recoding**

To help the students be able to recode what they hear for retention, they are given practice with structures which have similar meaning.

### **3. Listening for the message**

The student's attention, however, is focused not on the code, but on the problem to be solved or the questions to be answered by using the information provided by the passage. These exercises are designed to help the students reach the stage of the fluent listener who remembers what has been heard and can use the information to solve the problem.

Exercise in listening for the message can be categorized in terms of how much and how long the students must remember the material heard. In the problem solving exercises, they work out the problem step by step as they listen and it is completed at the end of the reading. In answering questions, the students may take notes or fill in blanks as they listen, but they also remember some details of what they hear in order to answer question after the reading.

### **4. Teaching Variations of Style**

Students are normally taught the fairly formal English of the class room and text book which make it difficult for them to understand the informal English. Only very advanced students (who have no trouble with listening comprehension) can understand to do it. But our students always complain that they have trouble

understanding people outside of the classroom, and they need help in sorting out the characteristic of informal style which contributes to their difficulty.

## **5. Total Meaning of a Passage**

Students like ours, who plan on attending universities where English is spoken, need specialized listening skills. They must be able to understand long lectures and to take notes and make summarizing from such lectures.

## **2. Factors Influencing Students' Ability in Listening Comprehension**

Listening is a demanding process not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, in Duzer, (1997), in this research, writer focuses on speech rate factors, type of input factor, interest factors and environment factors. The listener not only activates various type of knowledge, but also applies what is already known to what is heard in order to understand what the speaker means.

Listening means students needs to listen to the sounds of the words first and after that the student tries to imitate the word as possible. Finally the students will try to interpret the word into the real things. According to Goh (1999:21), there are twenty factors that the students believed had influenced their listening comprehension. These factors have been further organized into five categories according to their common characteristics. The categories are text, speaker, listener,

task, and environment. In this research, the writer focuses on factors influencing students' ability in listening comprehension, they are:

### **1. TEXT**

Text divided into eight factors:

#### **1. Phonological Modifications**

Features that might make it difficult to divide streams of speech, such as linking, stress. Phonology is the study of how sounds are organized and used in natural languages. The teacher needs to use a clear voice with good articulation and sufficient projection to be heard by all the students. It includes stress, strong form, weak form, intonation incomplete plosive consonant, affricate consonant, syllable and so on.

#### **2. Vocabulary**

The presence of familiar/unfamiliar content words. This includes English idiom, jargon and academic terms. It means that students should mastery in vocabulary to make them easy in comprehending the material.

The fact that there are many students reported that vocabulary affected their comprehension and shows it was a dominant perception among the students. This view was also found in Boyle's (1984) study in Goh (1999:24). It seems, therefore, for many learners, knowing the meaning of words in the text is crucial for their comprehension. Their perceptions of their own listening ability are often directly affected by how well they think they can understand content words in a text. Studies by Buck (1990) & Kelly (1991) have also suggested that vocabulary was a major

factor in language learners' listening comprehension in Goh (1999:24). It proves that students should have full vocabulary and grammar knowledge in comprehending listening.

### 3. Speech rate

The perceived of speed or slowness at which words are produced. The teacher should know the capability of students how to understand the meaning of listening material by giving them the kind of speech rate based on student's level. It is clear that the reading speed of a material also affects in comprehending the idea of listening material.

According to Xu (2007), reading speed of a material also affects students' ability in listening comprehension. Lack of exercise in listening will make the students difficult in understanding what the speaker says. Ross (2006) adds that one of the purposes in studying listening is students able to understand speech at different rates of delivery and the topic in daily life. Teacher needs to help students easy get the meaning from speech rate of listening material by giving speech rate level based on students ability.

Rate of delivery the number and length of pauses are more crucial to comprehension than sheer speed. Still, learners need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Speech rate in here is that speed or slowness or faster when listening words are produced. If the material was read too fast, the students could not follow. A speaker's



rate of delivery may be too fast, too slow, or have too many hesitations for a listener to follow.

Students need to understand the implications of rate in the listening process. Speed and sound of language also will affect students in comprehending listening. Generally speaking, the speed of an oral text is 140 to 180 words per minute, while that of television news broadcasting or weather forecasts are the quickest. So, it is common that listeners find it hard to have a good command of listening language speed.

#### 4. Type of input

Effects of features related to specific text types, such as lectures, TV/radio news broadcast, stories, and face-to-face conversations. Type of input here means that what kind of material that we can give to them such as news, announcement or conversation. And teacher can choose the easy one based on students needed. Duzer (1997) states that knowing about type of input will help students' attempts organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (persuade, inform, or request). For students, awareness and use of effective listening skills would assist them in utilizing the language input they received. The importance of listening in the language classroom is as the supplier of supplied the input for students. Therefore, listening is a fundamental and vital skill in the acquisition of languages.

#### 5. Sentence length and Complexity

Sentence types, such as simple sentences or long complex ones with embedded clauses. Students need to know how to comprehend long sentence and complexity. Because in face listening material students will find not only short conversation or news but also long conversation.

6. Visual support

Pictures, handouts, captions, subtitles that support the spoken text. Sometimes students need to see the picture to more comprehend listening material. Nevertheless, audio-visual resources are increasingly available and the integration of listening skills into the language programme is now a real possibility (McErlain, 1999:77).

7. Signposting and organization

The presence of macro and micro discourse markers.

8. Abstract and non abstract topic

Abstract topics dealing with concepts compared with those that describe events, people or objects. Students should get the knowledge how to distinguish between abstract and non abstract topic.

## **2. SPEAKER**

Speaker divided into two factors:

### **1. Accent**

This is related to where a speaker comes from. Many students felt they had particular problems understanding English speakers in Singapore who spoke Singlish. In this research, the writer focuses on how students can distinguish between English British and American accent. Accent as an important factor in language learners' listening comprehension has also been reported by Boyle, 1984; Tauroza & Luk, 1997 in Goh (1999:30). Students need to know about what kind of accent that they will always use in studying about listening. It is to help students understand how to comprehending the main idea of listening material.

### **2. Competence in speaking**

The speaker's command of English, overall fluency, and their ability to interest listeners or facilitate their comprehension. Speaker's pronunciation can influence students in comprehending or not about the material.

## **3. LISTENER**

Listener divided into eight factors:

### **1. Interest and Purpose**

This is related to whether the information is crucial to the listeners or can generate sufficient interest in them to continue listening. We can use contemporary material which will interest student in listening like talk about movie or hobby.

Listening, together with speaking, reading, and writing; is one of the four skills in language learning. So, listening is very important—we have to listen to many utterances in our everyday life; conversations will take place only when we can understand what our interlocutor says; although input (listening and reading) alone is not sufficient for acquisition, input is absolutely necessary for second language learning (Gass & Selinker, in Weng shang, 2007). Rost in Vandergrift, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). It means that students need more continuously exercise to help students more easy in understanding listening. Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

Recent research on work behavior suggests that we spend approximately 9% of our time writing, 16% of our time reading, 30% of our time talking and 45% of our time listening. So, listening is the activity that always we do in our daily activity. The chosen of interesting subject will attract students to appeal in studying English.

Interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest (Duzer, 1997). It is complete that the chosen of

interesting topic in listening material will help students try to get the meaning from the material easily.

There are many steps that students should do to understand about listening. Psychological factors refers to those non-mental factors that are not directly involving cognitive process, such as students interest, attention, learning emotion, attitude and willpower. Although these non-mental factors are directly influential in the students learning process, they play a part in promoting and controlling learning effectiveness. So, interest became one of factors that influence student listening comprehension. Brown and Yule (in Nunan, 1991:24) states that there are four clusters of factors which can affect the difficulty of oral language task, and one of them is the individual interest in subject. It offers content of personal interest to the listeners.

Because learners listen with a purpose and listen to things that interest them, accounting for the goals and experiences of the learners will keep motivation and attention. For example, if learners at a worksite need to be able to understand new policies and procedures introduced at staff meetings, in class they should be helped develop the abilities to identify main ideas and supporting details, to identify cause and effect, and to indicate comprehension.

## 2. Prior knowledge

This includes specific knowledge and experience about the topic being talked about. Teachers can give students more knowledge about everything that in future

can help students in comprehending listening material. Encourage the students to read something in their spare time about geography, history, culture, and stories.

3. Physical and psychological states

Fatigue, nervousness, anxiety, impatience, feeling relaxed and calm. Feeling will influence students in stay cool or not when listening activities happen in the class room.

4. Knowledge of context

A general sense of what the spoken input is about. Students should have understanding how to get the main idea when one topic show up.

5. Accuracy of Pronunciation

Listeners who themselves do not pronounce certain words accurately may have problems recognizing these words when the speaker says them correctly. Teacher should considering about pronunciations that will hear by the students. Because it can be disturb student to comprehending listening material.

1. Knowledge of grammar

The ability to parse long complex sentences. Students need to mastery kind of grammar to make them easy understand about the topic.

7. Memory

The ability to retain what is heard or processed. Students need to do seriously exercise for get good way to memorizing what that they have listened.

8. Attention and concentration

The ability to direct one's attention to the task at hand, and not to be distracted or discouraged when understanding is not immediately forthcoming. Students need full concentration and attention, and we should make the classroom far from noisy.

#### **4. TASK**

Task divided into one factor:

1. Sufficient time available for processing

Time available between processing one part and the next or before responding. We should give exercise to the students how to use the limited time to comprehending listening material.

#### **5. ENVIRONMENT**

Environment divided into one factor:

1. Physical conditions

The presence of noise, the acoustics in a room, or the loudness of input. Condition of around the class should be conducive such as the room must have good temperature, not so cool and not so hot.

To the general public, noise is merely unwanted sound and an annoyance. But calling it acoustical overexposure, acoustic over stimulation, or excessive noise, sounds can be sufficiently strong, sufficiently long lasting, and involve certain frequencies so that they cause hearing loss and damage to the inner ear of humans

and other species (Saunders:1994). In this case, environment factor according to Goh (1999:22) is focusing on Physical conditions which is talking about the presence of noise, the acoustics in a room, or the loudness of input.

Environmental factors, such as noise, temperature, and uncomfortable seating can cause us to focus our attention on other factors besides what the speaker is saying. Students try to control environmental factors whenever possible. Students often difficult due to distractions such as noise intrusion or internal distractions such as thinking about something else rather than what is being said when listen the material. It is also stated in Jason De Boer that environment is including distracting noises, uncomfortable or poorly positioned seating, or an unsuitable climate such as an overheated, and stuffy meeting room. (<http://www.my-skills.co.uk/store/shopdisplayproducts.asp?id=26&cat=Personal+Development>).

Environment factor are also including sights, what you can see can be very distracting or not. On the other hand, sitting by a window can be both relaxing and also distracting when interesting events are unfolding outside. Sound, a noisy room provides much distraction, as sound is an important element of listening. People interrupting and asking questions or even talking nearby are a particular distraction and can put talkers off. Smell, the human nose is a very sensitive instrument and smells can be very evocative and distracting. For this reason, listening in a cafeteria or restaurant may or may not be a good idea. A good chat over dinner can be very helpful, but sitting in the company cafeteria whilst luncheon smells waft past may be less desirable. Temperature and humidity, it is difficult to talk comfortably if it is too



hot, too cold, or too humid. If you are sweating profusely, it is not easy to talk or listen.

Brown and yule (in Nunan (1991:24) suggest that there are four clusters of factors which can affect the difficulty of oral language tasks: these relate to the speaker (how many there are, how quickly they speak, what types of accent they have); the listener (the role of the listener-whether a participant or eavesdropper, the level of response required, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); and support (whether there are pictures, diagrams or other visual aids to support the text).

## **B. Relevant Research**

1. Supia Deni (2003) in “A analysis on the students’ listening ability in comprehending a passage at the second year students of English Education Department at Tarbiyah Faculty IAIN SUSQA Pekanbaru”. The sample of the study was students from 38 students. Based on the data calculated, the study was proved that almost students ability in comprehending a passage through the summary based on outlines at the second year of IAIN Susqa were fail, and most of students face no difficulties in scanning a listed passage. In catching the massage for incomplete message based on listened text were fail. In this research, writer focuses on ability of the students in analyze a passage in listening.

2. Supatmi (2008) in “Students’ ability in comprehending Recorded English news at the second year of English Education Department Faculty of Education and Teachers’ Training of State Islamic University Suska Riau”. There was one variable only in this research. The variable of the research was students’ ability in comprehending recorded English news. The subject of this study was the second year of English Education Department and the object of this research was the students’ ability in comprehending recorded English news. The population of this study was the second year of students of English education and Teachers’ training of State Islamic University Suska Riau. The total numbers of the respondents were 32 students. To collect the data of this research, writer used test as instruments. The test was used to identify the students’ ability in comprehending recorded English news. The formulation of the research was how students’ ability in comprehending recorded English news. Finally, based on the writer’s investigation, the students’ ability in comprehending English news on the radio is classified into average level (50, 52%).
3. Zarpialis (2007) in “The efforts done by the students in increasing listening ability at the second year students of English education department of education and teachers’ training faculty of UIN Suska Riau”. The subject of this study was students of the fourth semester of the English Education and Teachers’ training of State Islamic University Suska Riau, which was divided

into six classes, and the number of population was 189 students. The students' efforts in increasing their listening ability are less. Writer wants to found about the students way in increasing their listening ability.

### **C. The Operational Concept**

Operational concept is a concept used to give an explanation about theoretical framework in order to avoid misinterpretation and misunderstanding of this research. This research type is to describe factors influencing students' ability in listening comprehension.

The indicators of factors influencing students' ability in listening comprehension are as follow:

The indicator of factors as follow:

1. Text influence students in comprehending listening material.
  - a. The students divide streams of speech
  - b. The students are presence of familiar or unfamiliar content word.
  - c. The students believe to perceived speed or slowness when the words are produced.
  - d. The students know the type of input from listening material.
  - e. The students understand types of sentence.
  - f. The students understanding listening material by using visual support, like pictures and captions.
  - g. The students understand about signposting and organization.

- h. The students distinguish abstract and non abstract topic.
- 2. Speaker influence students in comprehending listening material.
  - a. The students know about where the speaker comes from.
  - b. The students are recognizing these words when the speaker says them correctly.
- 3. Listener influence students in comprehending listening material.
  - a. The students interest when trying to comprehending listening material.
  - b. The students have enough knowledge to understand listening material.
  - c. The students enjoy manage their fatigue, nervousness, anxiety.
  - d. The students understand the context of listening material.
  - e. The students understanding of speaker pronunciation.
  - f. The students are interested about grammar.
  - g. The students memorize what the speakers say.
  - h. The students are concentration in listening.
- 4. Task influence students in comprehending listening material.
  - a. The students use time sufficient while process of listening.
- 5. Environment influence students in comprehending listening material.
  - a. The students feel the situation of listening is enjoys.

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Research Methodology**

##### **1. The location of the Research**

The research was conducted at the second year student at SMK Muhammadiyah 02 Pekanbaru, which is location on Jl. KH. Ahmad Dahlan No.94 Pekanbaru. The time of this research was conducted on December 2009.

##### **2. The Subject and Object of the Research**

The subject of the study was the second year students of SMK Muhammadiyah 02 Pekanbaru, and the object was the factors influencing students' ability in listening comprehension at the second year of SMK Muhammadiyah 02 Pekanbaru.

##### **3. The Population and Sample**

###### **a. The population**

The population of this research was the second year students of SMK Muhammadiyah 02 Pekanbaru. There were four classes of the second year students in this research. The number of population is 282 persons. Male is 96 persons and Female is 186 persons.

###### **b. The sample**

In obtaining the sample, the writer uses random sampling. If the total number of population is large, it is necessary to the investigator to take the sample, researcher should consider in principle of representation. If the population is homogenous, researcher can use the proportional random sampling (Subana et all, 2000, p. 25). Therefore, because of the population is

homogenous, writer will use the proportional random sampling. The writer takes 25% (67 students) of the number of population based on the requirement of using this technique.

The table bellow informs the number of samples:

**TABLE I**  
**Number of the Sample**

No	Class	Population			Sample		
		Male	Female	Total	Male	Female	Total
1	II AK 1	8	32	40	2	8	10
2	II AK 2	9	33	42	2	8	10
3	II ADP 1	-	41	41	-	10	10
4	II ADP 2	-	42	42	-	10	10
5	II MP 1	20	11	31	5	2	7
6	II MP 2	16	12	28	4	3	7
7	II TI 1	19	10	29	4	2	6
8	II TI 2	24	5	29	6	1	7
<b>Total</b>		96	186	282	23	44	67

Source: Office of Administrative Matter of SMK Muhammadiyah 02 Pekanbaru.

#### **4. The Technique of Collecting Data**

In this research, there is one kind of technique to collect the data, as follows:

##### **a. Field note**

Questionnaire is a set of questions on a topic or group of topic designed to be answered by a respondent. It is used to find out the factors' that can influence students in comprehending listening material. It consisted of

some item about factors that can influence students in comprehending listening material. To get the representative data, writer took sample of some students from each class.

## 5. The Technique of Data Analysis

In this research, the technique of collecting data analysis was using descriptive quantitative with percentage. To know the percentage of the factors that can help students in comprehending listening material, the following formula was used:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of respondent (Sudijono, 2006:43)

In addition the writer also used questioner to measure the factors influencing students' ability in listening comprehension. The alternative option will be given by using Likert scale (Nazir, 2005:339) of frequency such as bellow:

Scale Frequency	Point
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

**CHAPTER IV**  
**THE DATA PERSENTATION AND DATA ANALYSIS**

**A. The Data Presentation**

**1. The data Factors Influencing Students' Ability in Listening Comprehension based on the questionnaire.**

Students	Score	Category
1	61	M
2	70	M
3	62	M
4	64	M
5	76	M
6	63	M
7	77	M
8	77	M
9	82	H
10	68	M
11	84	H
12	74	M
13	81	H
14	83	H
15	90	H
16	81	H
17	81	H
18	80	H
19	87	H
20	83	H
21	76	M
22	86	H
23	80	H
24	77	M
25	79	M
26	74	M
27	77	M
28	73	M
29	75	M
30	87	H
31	82	H
32	87	H



33	88	H
34	85	H
35	82	H
36	81	H
37	66	M
38	80	H
39	79	M
40	79	M
41	81	H
42	82	H
43	75	M
44	69	M
45	75	M
46	78	M
47	70	M
48	77	M
49	72	M
50	70	M
51	74	M
52	76	M
53	74	M
54	79	M
55	79	M
56	84	H
57	76	M
58	69	M
59	79	M
60	85	H
61	83	H
62	64	M
63	73	M
64	74	M
65	83	H
66	78	M
67	77	M

## 2. The dominant factors that influence students' ability in listening comprehension

The data below is presented as the result of questionnaire concerning with factors influencing students' listening ability in listening comprehension. The data are as follow:

**TABLE IV.1**  
**Text Factors: Streams of speech**

No	Option	Scores	<i>F</i>	Mark	<i>P</i>
1	SA	1	7	7	11%
2	A	2	25	50	37%
3	U	3	16	48	24%
4	D	4	16	64	24%
5	SD	5	3	15	4%
<b>Total Score</b>			<b>67</b>	<b>184</b>	<b>100%</b>

Based on the data presented on table IV. 1 above concerning in stream of speech influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 7 times, the mark is 7 points and the percentage is 11%. For option "Agree" frequently appears 25 times, the mark is 50 points and the percentage is 37%. For option "Undecided" frequently appears 16 times, the mark is 48 points and the percentage is 24%. For option "Disagree" frequently appears 16 times, the mark is 64 points and the percentage is 24%. For option "Strongly disagree" frequently appears 3 times, the mark is 15 point and the percentage is 4%.

Therefore, the highest frequency for stream of speech in influencing students listening comprehension is option "Agree" as it frequently appears 25 times with the

mark 50 points and the percentage is 37 %. The total mark for stream of speech is 184 points.

**TABLE IV.2**  
**Text Factor: Familiar or unfamiliar vocabulary**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	28	140	42%
2	A	4	30	120	45%
3	U	3	3	9	4%
4	D	2	5	10	8%
5	SD	1	1	1	1%
<b>Total Score</b>			<b>67</b>	<b>280</b>	<b>100%</b>

Based on the data presented on table IV. 2 above concerning familiar or unfamiliar vocabulary in listening comprehension in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 28 times, the mark is 140 points and the percentage is 42%. For option "Agree" frequently appears 30 times, the mark is 120 points and the percentage is 45%. For option "Undecided" frequently appears 3 times, the mark is 9 points and the percentage is 4%. For option "Disagree" frequently appears 5 times, the mark is 10 points and the percentage is 8%. For option "Strongly disagree" frequently appears 1 times, the mark is 1 point and the percentage is 1%.

Therefore, the highest frequency for Familiar or unfamiliar vocabulary in influencing students listening comprehension is option "Agree" as it frequently appears 30 times with the mark 120 points and the percentage is 45 %. The total Familiar or unfamiliar vocabulary is 280 points.

**TABLE IV.3**  
**Text Factor: speech rate.**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	1	19	19	29%
2	A	2	21	42	31%
3	U	3	8	27	12%
4	D	4	17	68	25%
5	SD	5	2	10	3%
<b>Total Score</b>			<b>67</b>	<b>166</b>	<b>100%</b>

Based on the data presented on table IV. 3 above concerning of influencing of speed or slowness when the words are produced in listening comprehension, it is statistically found that for option “Strongly Agree” frequently appears 19 times, the mark is 19 points and the percentage is 29%. For option “Agree” frequently appears 21 times, the mark is 42 points and the percentage is 31%. For option “Undecided” frequently appears 8 times, the mark is 27 points and the percentage is 12%. For option “Disagree” frequently appears 17 times, the mark is 68 points and the percentage is 25%. For option “Strongly disagree” frequently appears 2 times, the mark is 10 point and the percentage is 3%.

Therefore, the highest frequency for speed or slowness when the words are produced in influencing students listening comprehension is option “Strongly Agree” as it frequently appears 19 times with the mark 19 points and the percentage is 29 %. The total mark for speed or slowness when the words are produced is 166 points.

**TABLE IV.4**

**Text Factor: The type of input from listening material**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	35	175	52%
2	A	4	22	88	33%
3	U	3	6	18	9%
4	D	2	4	8	6%
5	SD	1	-	0	0%
<b>Total Score</b>			<b>67</b>	<b>289</b>	<b>100%</b>

Based on the data presented on table IV. 4 above concerning about factor of the type of input from listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 35 times, the mark is 175 points and the percentage is 52%. For option "Agree" frequently appears 22 times, the mark is 88 points and the percentage is 33%. For option "Undecided" frequently appears 6 times, the mark is 18 points and the percentage is 9%. For option "Disagree" frequently appears 4 times, the mark is 8 points and the percentage is 6%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for the type of input from listening material in influencing students listening comprehension is option "Strongly Agree" as it frequently appears 35 times with the mark 175 points and the percentage is 52 %. The total mark for the type of input is 289 points.

**TABLE IV.5**  
**Text Factors: Types of sentence**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	22	110	33%
2	A	4	32	128	48%
3	U	3	2	6	3%
4	D	2	11	22	16%
5	SD	1	-	0	0%
<b>Total Score</b>			<b>67</b>	<b>266</b>	<b>100%</b>

Based on the data presented on table IV. 5 above concerning about influence of factor of types of sentence in listening comprehension, it is statistically found that for option “Strongly Agree” frequently appears 22 times, the mark is 110 points and the percentage is 33%. For option “Agree” frequently appears 32 times, the mark is 128 points and the percentage is 48%. For option “Undecided” frequently appears 2 times, the mark is 6 points and the percentage is 3%. For option “Disagree” frequently appears 11 times, the mark is 22 points and the percentage is 16%. For option “Strongly disagree” frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for the influence of the type of sentence in listening comprehension is option “Agree” as it frequently appears 32 times with the mark 128 points and the percentage is 48 %. The total mark for the influence of the type of sentence is 266 points.

**TABLE IV.6**

**Text Factors: Listening material by using visual support, like pictures and captions**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	18	90	27%
2	A	4	27	108	40%
3	U	3	13	39	19%
4	D	2	9	18	14%
5	SD	1	-	0	0%
<b>Total Score</b>			<b>67</b>	<b>255</b>	<b>100%</b>

Based on the data presented on table IV. 6 above concerning factor of listening material by using visual support, like pictures and captions in listening comprehension, it is statistically found that for option “Strongly Agree” frequently appears 18 times, the mark is 90 points and the percentage is 27%. For option “Agree” frequently appears 27 times, the mark is 108 points and the percentage is 40%. For option “Undecided” frequently appears 13 times, the mark is 39 points and the percentage is 19%. For option “Disagree” frequently appears 9 times, the mark is 18 points and the percentage is 14%. For option “Strongly disagree” frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of Understanding listening material by using visual support, like pictures and captions in influencing students listening comprehension is option “Agree” as it frequently appears 27 times with the mark 108 points and the percentage is 40 %. The total mark for listening material by using visual support, like pictures and captions is 255 points.

**TABLE IV.7**  
**Text Factors: Influencing of Signposting of macro and micro discourse in**  
**listening comprehension**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	24	120	36%
2	A	4	30	120	45%
3	U	3	9	27	13%
4	D	2	4	8	6%
5	SD	1	-	0	0%
<b>Total Score</b>			<b>67</b>	<b>255</b>	<b>100%</b>

Based on the data presented on table IV. 7 above about signposting and organization factor in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 18 times, the mark is 90 points and the percentage is 27%. For option "Agree" frequently appears 27 times, the mark is 108 points and the percentage is 40%. For option "Undecided" frequently appears 13 times, the mark is 39 points and the percentage is 19%. For option "Disagree" frequently appears 9 times, the mark is 18 points and the percentage is 14%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for signposting and organization in influencing students listening comprehension is option "Agree" as it frequently appears 27 times with the mark 108 points and the percentage is 40 %. The total mark for signposting and organization is 255 points.



**TABLE IV.8****Text factors: influencing of abstract and non abstract topic**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	14	70	21%
2	A	4	24	96	36%
3	U	3	20	60	30%
4	D	2	9	18	13%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>244</b>	<b>100%</b>

Based on the data presented on table IV. 8 above about distinguish abstract and non abstract topic of factor in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 14 times, the mark is 70 points and the percentage is 21%. For option "Agree" frequently appears 24 times, the mark is 96 points and the percentage is 36%. For option "Undecided" frequently appears 20 times, the mark is 60 points and the percentage is 30%. For option "Disagree" frequently appears 9 times, the mark is 18 points and the percentage is 13%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of understanding abstract and non abstract in influencing students listening comprehension is option "Agree" as it frequently appears 24 times with the mark 96 points and the percentage is 36 %. The total mark for signposting and organization is 244 points.

**TABLE IV.9**

**Speaker factors: speaker comes from**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	8	40	12%
2	A	4	16	64	24%
3	U	3	17	51	25%
4	D	2	23	46	34%
5	SD	1	3	3	5%
<b>Total Score</b>			<b>67</b>	<b>204</b>	<b>100%</b>

Based on the data presented on table IV. 9 above about factor of where the speaker comes from in listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 8 times, the mark is 40 points and the percentage is 12%. For option "Agree" frequently appears 16 times, the mark is 64 points and the percentage is 24%. For option "Undecided" frequently appears 17 times, the mark is 51 points and the percentage is 25%. For option "Disagree" frequently appears 23 times, the mark is 46 points and the percentage is 34%. For option "Strongly disagree" frequently appears 3 times, the mark is 3 point and the percentage is 5%.

Therefore, the highest frequency for factor of where the speaker comes from in influencing students listening comprehension is option "Disagree" as it frequently appears 23 times with the mark 46 points and the percentage is 34 %. The total mark for factor of where the speaker comes is 204 points.

**TABLE IV.10**  
**Speaker Factors: Recognizing the words when the speaker says them**  
**correctly**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	29	145	43%
2	A	4	34	136	51%
3	U	3	3	9	5%
4	D	2	1	2	1%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>292</b>	<b>100%</b>

Based on the data presented on table IV. 10 above about recognizing the words when the speaker says them correctly in listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 29 times, the mark is 145 points and the percentage is 43%. For option "Agree" frequently appears 34 times, the mark is 136 points and the percentage is 51%. For option "Undecided" frequently appears 3 times, the mark is 9 points and the percentage is 5%. For option "Disagree" frequently appears 1 times, the mark is 2 points and the percentage is 1%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of recognizing the words when the speaker says them correctly in influencing students listening comprehension is option "Agree" as it frequently appears 34 times with the mark 136 points and the percentage is 51 %. The total recognizing the words when the speaker says them correctly is 292 points.

**TABLE IV.11**

**Listener Factors: Interesting about the material**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	44	220	66%
2	A	4	17	68	25%
3	U	3	4	12	6%
4	D	2	2	4	3%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>204</b>	<b>100%</b>

Based on the data presented on table IV. 11 above about factor interesting of subject in listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 44 times, the mark is 220 points and the percentage is 66%. For option "Agree" frequently appears 17 times, the mark is 68 points and the percentage is 25%. For option "Undecided" frequently appears 4 times, the mark is 12 points and the percentage is 6%. For option "Disagree" frequently appears 2 times, the mark is 4 points and the percentage is 3%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of material in influencing students listening comprehension is option "Strongly Agree" as it frequently appears 44 times with the mark 220 points and the percentage is 66 %. The total mark of factor interesting is 204 points.

**TABLE IV.12**

**Listener Factors: Background knowledge**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	26	130	39%
2	A	4	34	136	51%
3	U	3	5	15	7%
4	D	2	2	4	3%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>285</b>	<b>100%</b>

Based on the data presented on table IV. 12 above about factor Background knowledge in understanding listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 26 times, the mark is 130 points and the percentage is 39%. For option "Agree" frequently appears 34 times, the mark is 136 points and the percentage is 51%. For option "Undecided" frequently appears 5 times, the mark is 15 points and the percentage is 7%. For option "Disagree" frequently appears 2 times, the mark is 4 points and the percentage is 3%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor Background knowledge in understanding listening material is option "Agree" as it frequently appears 34 times with the mark 136 points and the percentage is 51 %. The total mark of factor Enough knowledge in understanding listening material is 285 points.

**TABLE IV.13**

**Listener Factors: Influence of nervousness and anxiety**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	18	90	26%
2	A	4	37	148	56%
3	U	3	9	27	14%
4	D	2	2	4	3%
5	SD	1	1	1	1%
<b>Total Score</b>			<b>67</b>	<b>270</b>	<b>100%</b>

Based on the data presented on table IV. 13 above about factor of enjoy manage their fatigue, nervousness, anxiety in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 18 times, the mark is 90 points and the percentage is 26%. For option "Agree" frequently appears 37 times, the mark is 148 points and the percentage is 56%. For option "Undecided" frequently appears 9 times, the mark is 27 points and the percentage is 14%. For option "Disagree" frequently appears 2 times, the mark is 4 points and the percentage is 3%. For option "Strongly disagree" frequently appears 1 times, the mark is 1 point and the percentage is 1%.

Therefore, the highest frequency for factor of factor of enjoy manage their fatigue, nervousness, anxiety is option "Agree" as it frequently appears 37 times with the mark 148 points and the percentage is 56 %. The total mark of factor of enjoy manage their fatigue, nervousness, anxiety in understanding listening material is 270 points.

**TABLE IV.14****Listener Factors: understand the context of listening material**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	20	100	29%
2	A	4	32	128	48%
3	U	3	12	36	18%
4	D	2	3	6	5%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>270</b>	<b>100%</b>

Based on the data presented on table IV. 14 above about factor of understand the context of listening material in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 20 times, the mark is 100 points and the percentage is 29%. For option "Agree" frequently appears 32 times, the mark is 128 points and the percentage is 48%. For option "Undecided" frequently appears 12 times, the mark is 36 points and the percentage is 18%. For option "Disagree" frequently appears 3 times, the mark is 6 points and the percentage is 5%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of understand the context of listening material is option "Agree" as it frequently appears 32 times with the mark 128 points and the percentage is 48%. The total mark of factor factor of enjoy manage their fatigue, nervousness, anxiety in understanding listening material is 270 points.

**TABLE IV.15**

**Listener Factors: Understanding of speaker pronunciation**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	27	135	40%
2	A	4	32	128	48%
3	U	3	4	36	6%
4	D	2	3	6	5%
5	SD	1	1	1	1%
<b>Total Score</b>			<b>67</b>	<b>306</b>	<b>100%</b>

Based on the data presented on table IV. 15 above about factor understanding of speaker pronunciation in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 27 times, the mark is 135 points and the percentage is 40%. For option "Agree" frequently appears 32 times, the mark is 128 points and the percentage is 48%. For option "Undecided" frequently appears 4 times, the mark is 36 points and the percentage is 6%. For option "Disagree" frequently appears 3 times, the mark is 6 points and the percentage is 5%. For option "Strongly disagree" frequently appears 1 times, the mark is 1 point and the percentage is 1%.

Therefore, the highest frequency for factor of understanding of speaker pronunciation is option "Agree" as it frequently appears 32 times with the mark 128 points and the percentage is 48%. The total mark of factor of understanding of speaker pronunciation in influence students understanding about listening material is 306 points.



**TABLE IV.16**

**Listener Factors: Interested about grammar**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	1	2	2	3%
2	A	2	29	58	43%
3	U	3	22	66	33%
4	D	4	14	56	21%
5	SD	5	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>182</b>	<b>100%</b>

Based on the data presented on table IV. 16 above about factor interested about grammar in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 2 times, the mark is 2 points and the percentage is 3%. For option "Agree" frequently appears 29 times, the mark is 58 points and the percentage is 43%. For option "Undecided" frequently appears 22 times, the mark is 66 points and the percentage is 33%. For option "Disagree" frequently appears 14 times, the mark is 56 points and the percentage is 21%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of interested about grammar is option "Agree" as it frequently appears 29 times with the mark 58 points and the percentage is 43%. The total mark of factor of interested about grammar in understanding listening material is 182 points.

**TABLE IV.17**

**Listener Factors: Memorize what the speakers say**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	22	110	33%
2	A	4	32	128	48%
3	U	3	9	27	14%
4	D	2	4	8	5%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>306</b>	<b>100%</b>

Based on the data presented on table IV. 17 above about factor memorize what the speakers say in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 22 times, the mark is 110 points and the percentage is 33%. For option "Agree" frequently appears 32 times, the mark is 128 points and the percentage is 48%. For option "Undecided" frequently appears 9 times, the mark is 27 points and the percentage is 14%. For option "Disagree" frequently appears 4 times, the mark is 8 points and the percentage is 5%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of memorize what the speakers say is option "Agree" as it frequently appears 32 times with the mark 128 points and the percentage is 48%. The total mark of factor of memorize what the speakers say in understanding listening material is 306 points.

**TABLE IV.18**

**Listener Factors: Concentration in listening**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	29	145	43%
2	A	4	29	116	43%
3	U	3	6	18	9%
4	D	2	3	6	5%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>285</b>	<b>100%</b>

Based on the data presented on table IV. 18 above about factor concentration in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 29 times, the mark is 145 points and the percentage is 43%. For option "Agree" frequently appears 29 times, the mark is 116 points and the percentage is 43%. For option "Undecided" frequently appears 6 times, the mark is 18 points and the percentage is 9%. For option "Disagree" frequently appears 3 times, the mark is 6 points and the percentage is 5%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of concentration in listening is option "Agree" as it frequently appears 29 times with the mark 116 points and the percentage is 43%. The total mark of factor of concentration in listening is 285 points.

**TABLE IV.19**

**Task Factor: Sufficient time while process of listening**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	23	115	35%
2	A	4	33	132	49%
3	U	3	11	33	16%
4	D	2	0	0	0%
5	SD	1	0	0	0%
<b>Total Score</b>			<b>67</b>	<b>280</b>	<b>100%</b>

Based on the data presented on table IV. 19 above about factor of task in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 23 times, the mark is 115 points and the percentage is 35%. For option "Agree" frequently appears 33 times, the mark is 132 points and the percentage is 49%. For option "Undecided" frequently appears 11 times, the mark is 33 points and the percentage is 16%. For option "Disagree" frequently appears 0 times, the mark is 0 points and the percentage is 0%. For option "Strongly disagree" frequently appears 0 times, the mark is 0 point and the percentage is 0%.

Therefore, the highest frequency for factor of task in listening is option "Agree" as it frequently appears 33 times with the mark 132 points and the percentage is 49%. The total mark of factor of task in listening is 280 points.

**TABLE IV.20**

**Environment Factor: Situation of listening**

<b>No</b>	<b>Option</b>	<b>Scores</b>	<b><i>F</i></b>	<b>Mark</b>	<b><i>P</i></b>
1	SA	5	25	125	38%
2	A	4	33	132	49%
3	U	3	6	18	9%
4	D	2	1	2	1%
5	SD	1	2	2	3%
<b>Total Score</b>			<b>67</b>	<b>279</b>	<b>100%</b>

Based on the data presented on table IV. 20 above about factor of Environment in influencing students' ability in listening comprehension, it is statistically found that for option "Strongly Agree" frequently appears 25 times, the mark is 125 points and the percentage is 38%. For option "Agree" frequently appears 33 times, the mark is 132 points and the percentage is 49%. For option "Undecided" frequently appears 6 times, the mark is 18 points and the percentage is 9%. For option "Disagree" frequently appears 1 times, the mark is 2 points and the percentage is 1%. For option "Strongly disagree" frequently appears 2 times, the mark is 2 point and the percentage is 3%.

Therefore, the highest frequency for factor of task in listening is option "Agree" as it frequently appears 33 times with the mark 132 points and the percentage is 49%. The total mark of factor of task in listening is 280 points.

## **B. The Data Analysis**

### **1. The Factors Influencing Students' Ability in Listening Comprehension**

Based on the distribution of the questionnaire to the second year students of SMK Muhammadiyah 02 Pekanbaru, the factors influencing students' ability in listening comprehension are divided into four rates, they are:

- a. Highly influence, 81-100
- b. Moderate influence, 61-80
- c. Low influence, 41-60
- d. Negligible influence 20-40

$$M_x = \frac{\sum X}{N} = \frac{5173}{67} = 77,20$$

The average percentage after calculating is 77.20. As mentioned before, the data collected to obtain for what factors influencing students' ability in listening comprehension. The percentage obtains for the factors influencing students' ability in listening comprehension at the second year students of SMK Muhammadiyah 02 Pekanbaru is 77.20. It means that the factors influencing students' ability in listening comprehension is "moderate influence"

## 2. The Dominant Factors Influencing Students' Ability in Listening Comprehension

**TABLE IV. 21**

**The Highest Factors Influencing Students' Listening Comprehension**

Factors	Subjects	
	Highest Mark	Highest percentage
Listener Factors: Understanding of speaker pronunciation	135	40%

Based on the data presented on table IV. 22 above, it is finally found that understanding of speaker pronunciation in listening class is the highest factors which is influencing students' ability in listening comprehension with the highest mark 135 points and the highest percentage is 40%. In other words, understanding about the speaker pronunciation from listener factors which is influencing very much on the students' ability in listening comprehension.

**TABLE IV.22**

**Factors influencing students' ability in listening comprehension**

Rank	Item No	Statements	Score
1	15	Students Understanding of speaker pronunciation.	4.56
2	12	Students have Background knowledge of listening material	4.53
3	11	Students Interesting about the material.	4.53
4	10	Students easier to understand listening if the material is	4.35

		interest	
5	18	Concentration in listening	4.25
6	2	Familiar or unfamiliar toward vocabulary	4.17
7	19	Sufficient time while process of listening.	4.17
8	20	Situation of listening	4.16
9	7	Influencing of Signposting of macro and micro discourse in listening comprehension.	4.05
10	13	Influence of nervousness and anxiety	4.02
11	14	understand the context of listening material	3.85
12	5	Students know types of sentence	3.37
13	6	Listening material by using visual support, like pictures and captions	3.75
14	8	influencing of abstract and non abstract topic	3.70
15	4	The type of input from listening material	3.60
16	9	Students know about speaker comes from	3.55
17	1	Streams of speech	3.55
18	16	Interested about grammar	3.45
19	17	Memorize what the speakers say.	3.25
20	3	Students know kinds of speech rate.	2.87



## **CHAPTER V**

### **THE CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

After having analyzed the data completely from the samples of the research, the writer finally comes to the conclusion based on the data analysis as described in the following:

There are many factors can influence student's ability in listening comprehension, but in this research writer just focuses on twenty factor. Writer found the indicator that students believe about factors that can influence their listening comprehension are including twenty factors.

Based on the score, understanding about speaker pronunciation is the highest score between all factors which influences the students' ability in listening comprehension. The total score for the students understanding about speaker pronunciation is 244 points and 66%.

#### **B. The Suggestion**

Finally the writer wishes to provide some suggestion to the individuals who show more concerns about the students' psychological development and their learning English subject, particularly in learning English comprehension, those individuals are as follow:

##### **1. The suggestion for the English Teacher**

Listening comprehension in English subject is the one of important aspects for students in mastery English it self. Appropriation between curriculum and method of teaching listening also will help students enjoy more in learning listening comprehension. The chosen of Interesting topic in listening learning activity will

influence students to have more concentration. Some audio visual support can make the listening class comfortable and also can be used by the teacher to make students more understandable about listening topic.

## 2. Suggestion for the students

Students as a person who will continue the struggle of this Indonesia country should have big motivation to always study, study and study. Especially in learning English for listening comprehension, students need to study hard and seriously to get the purpose of study about listening comprehension in English subject, such as giving the respond when someone speaks English with them and reviewing more at home about listening comprehension also can help them easy to understand about English subject.

## BIBLIOGRAPHY

- Duzer, Van, Carol, *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*, Center for Applied Linguistics Project in Adult Immigrant Education (PAIE). [U.S. Department of Education/Office of Vocational and Adult Education](#).2009
- Goh, Christine, How Much do Learners Know about the Factors that Influence Their Listening Comprehension?, National university of Singapore.  
In <http://www.nclrc.org/essentials/listening/startlisten.htm>.2009
- Haycraft, John. *An Introduction to English Language Teaching*. Singapore: Longman Singapore, 1991.
- Jason De Boer, Active Listening Massachusetts.2009  
<http://www.myskills.co.uk/store/shopdisplayproducts.asp?id=26&cat=Personall+development>
- Kline, A, John, *Listening Effectively*, Washington DC, 2009.
- Nunan, David, *Language Teaching Methodology*, Sidney, Prentice Hall, 1991.
- Paulston, Brat, Christina. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Winthrop Publisher, inc, 1976.
- Richards, C, Jack, et al. *Longman Dictionary of Language Teaching and Applied Linguistic*. England: British library catalog. 1992.
- Ross, Justine. *ESL Listening Comprehension: Practical Guidelines for Teachers*. Japan, Kyoto Sangyo University. 2006.  
In *The Internet TESL Journal*, Vol. XII, No. 2, February 2006  
<http://iteslj.org/Techniques/Ross-ListeningComprehension.html>.2009
- Subana, et all. *Statistik Pendidikan*. Bandung: Pustaka Setia. 2000.
- Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2006.
- The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2003. Published by Houghton Mifflin Company. All rights reserved.  
In [www.thefreedictionary.com/factors](http://www.thefreedictionary.com/factors).2009

Xu, Eric, How to Improve the Ability of Listening, Speaking, Reading and Writing, Miscellaneous, 2005.

<http://www.proz.com/translation-articles/articles/87/1/How-to-improve-the-ability-of-listening,-speaking,-reading-and-writing>.2009

Vandergrift, Larry, Listening: Theory and Practice in Modern Foreign Language Competence.2002

<http://www.llas.ac.uk/resources/gpg/67>.2009

Wheng-Shen, Zhang, Teach More Strategies in EFL College Listening Classroom, Hanshan Normal University, 2009.

## LIST OF TABLES

TABLE 1. Population and Sample.....	30
TABLE IV.I Factors Influencing Students' Ability in Listening Comprehension based on the questionnaire.....	32
TABLE IV. 1 Factor stream of Speech.....	34
TABLE IV. 2 Factor familiar and unfamiliar word.....	35
TABLE IV.3 Text Factor: speech rate .....	36
TABLE IV.4 Text Factor: The type of input from listening material.....	37
TABLE IV.5 Text Factors: Types of sentence .....	38
TABLE IV.6 Text Factors: Listening material by using visual support, like pictures and captions.....	39
TABLE IV.7 Text Factors: Influencing of Signposting of macro and micro discourse in listening comprehension .....	40
TABLE IV.8 Text factors: influencing of abstract and non abstract topic .....	41
TABLE IV.9 Speaker factors: speaker comes from .....	42
TABLE IV.10 Speaker Factors: Recognizing the words when the speaker says them correctly .....	43
TABLE IV.11 Listener Factors: Interesting about the material.....	44
TABLE IV.12 Listener Factors: Background knowledge .....	45
TABLE IV.13 Listener Factors: Influence of nervousness and anxiety .....	46
TABLE IV.14 Listener Factors: understand the context of listening material .....	47
TABLE IV.15 Listener Factors: Understanding of speaker pronunciation .....	48
TABLE IV.16 Listener Factors: Interested about grammar .....	49
TABLE IV.17 Listener Factors: Memorize what the speakers say .....	50
TABLE IV.18 Listener Factors: Concentration in listening.....	51
TABLE IV.19 Task Factor: Sufficient time while process of listening.....	52
TABLE IV.20 Environment Factor: Situation of listening.....	53
TABLE IV.21 Recapitulation The highest factors Influencing Students' Listening Comprehension .....	55
TABLE IV.22 The Highest Factors Influencing Students' Listening Comprehension.....	55

## **LIST OF APPENDIXES**

- APPENDIX I. The writer's curriculum vitae
- APPENDIX II. Questionnaire
- APPENDIX III. Factors influencing students' listening ability in listening comprehension
- APPENDIX IV The Recapitulation of Rank of factors influencing students' ability in listening comprehension
- APPENDIX V. Recommendation letters